

| Degree | Type | Year |
|--------------------------------------|------|------|
| 2500249 Translation and Interpreting | OT | 4 |

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

At the beginning of the course, the student will be able to:

- Demonstrate that he / she possesses knowledge about the methodological principles that govern translation, professional and instrumental aspects, and the contrastive problems of the linguistic combination.
- Apply these knowledge to solve translation problems of specialised scientific, technical, economic, administrative and legal genres .
- Integrate knowledge to form judgments on issues related to the translation of specialised scientific, technical, economic, administrative and legal genres.
- Articulate information, ideas, problems and solutions related to the translation of specialised scientific, technical, economic, administrative and legal genres.

Objectives and Contextualisation

The aim of this course is to develop problem-solving skills when proofing translations and translating a range of editorial text genres. By the end of this course students should be able to:

- Demonstrate knowledge and understanding of the methodological principles governing the translation of editorial texts, proofing translations, professional and instrumental aspects, and contrastive problems for this language combination.
- Apply this knowledge to solving translation problems when translating a range of editorial text genres and proofing translations.
- Combine different areas of knowledge when taking decisions about questions related to translating editorial texts and proofing translations.
- Convey information, ideas, problems and solutions related to translating editorial texts and proofing translations.
- Apply their skills so that they can work with greater autonomy in future specialised translation studies.

Competences

- Applying cultural knowledge in order to translate.
- Applying topic-based knowledge in order to translate.
- Mastering the main methodological principles of translation.
- Mastering the professional aspects of translation.
- Producing written texts in language A in order to translate.
- Solving translation problems from different specialisation fields (legal, financial, scientific, technical, literary, audiovisual texts, localization).
- Understanding written texts in a foreign language in order to translate.
- Understanding written texts in language A in order to translate.
- Using documentation resources in order to translate.
- Using technological resources in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve literary translation problems.
3. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve non-literary editorial translation problems.
4. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the creation of a literary translation and carrying out the assigned tasks.
5. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the creation of a non-literary editorial translation and carrying out the assigned tasks.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of literary texts.
7. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-literary editorial texts.
8. Handling problems related to the practice of the profession of translator: Handling problems related to the practice of the profession of literary translator.
9. Handling problems related to the practice of the profession of translator: Handling problems related to the practice of the profession of non-literary editorial translator.
10. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate literary texts.
11. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate non-literary editorial texts.
12. Identifying the need to mobilise topic-based knowledge in order to translate: Identifying the need to mobilise topic-based knowledge in order to translate literary texts.
13. Identifying the need to mobilise topic-based knowledge in order to translate: Identifying the need to mobilise topic-based knowledge in order to translate non-literary editorial texts.
14. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce literary written texts with specific communicative purposes.
15. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce non-literary texts from the publishing business with specific communicative purposes.
16. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend literary texts.
17. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend non-literary editorial texts.
18. Implementing strategies to acquire topic-based knowledge in order to translate: Implementing strategies to acquire topic-based knowledge in order to translate literary texts.
19. Implementing strategies to acquire topic-based knowledge in order to translate: Implementing strategies to acquire topic-based knowledge in order to translate non-literary editorial texts.

20. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve literary translation problems.
21. Possessing topic-based knowledge in order to translate: Possessing topic-based knowledge in order to translate literary texts.
22. Possessing topic-based knowledge in order to translate: Possessing topic-based knowledge in order to translate non-literary editorial texts.
23. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing literary written texts that are appropriate to their context and possess linguistic correctness.
24. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-literary editorial texts that are appropriate to their context and possess linguistic correctness.
25. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know the different types of literary translation problems and errors.
26. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know the different types of problems and errors of non-literary editorial translation.
27. Students must demonstrate they know the functioning of the translation labour market: Students must demonstrate they know the functioning of the labour market of literary translation.
28. Students must demonstrate they know the functioning of the translation labour market: Students must demonstrate they know the functioning of the labour market of non-literary editorial translation.
29. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies needed to solve literary translation problems.
30. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies needed to solve problems of non-literary editorial translation.
31. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve literary translation problems.
32. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve non-literary editorial translation problems.

Content

- The employment field in the publishing sector: conditions, types of jobs, sectorial associations, etc.
- Revision of translations as a professional assignment for the translator.
- Resolution of problems of translation of literary texts, humanistic texts and texts aimed at a non-specialist readership, academic texts, travel guides, etc.
- Use of the technological tools and sources of specific documentation for editorial translation.
- Use of dictionaries, glossaries, specialised databases and parallel texts appropriate to editorial translation.

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---------------------------------------|-------|------|---|
| Type: Directed | | | |
| Realization of translation activities | 30 | 1.2 | 1 |
| Type: Supervised | | | |
| Preparation of translations | 57 | 2.28 | 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, |

Type: Autonomous

| | | | |
|----------------------|----|-----|--------|
| Knowledge ampliation | 30 | 1.2 | 21, 22 |
|----------------------|----|-----|--------|

An active methodology is used, including activities of various types. The instruments of the Virtual Campus of the UAB are used and / or any other virtual environment for teaching and learning.

Possible methodologies:

- Carrying out translation tasks
- Carrying out translation projects
- Resolution of exercises
- Presentations of individual / group work
- Discussions (face to face or in forums)
- Cooperative learning techniques

The didactic activities are organized in three categories, according to the degree of autonomy required of the student:

- Guided activities according to a set time schedule and requiring a teacher's face-to-face direction.
- Supervised activities requiring more or less sporadic supervision by a teacher.
- Autonomous activities in which the student is required to organize his / her time and effort autonomously (individually or in groups).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|---|
| Proof of execution of translation tasks | 40% | 3 | 0.12 | 1, 3, 10, 11, 12, 16, 20 |
| Realization of translation projects | 40% | 15 | 0.6 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32 |
| Supervised exercises | 20% | 15 | 0.6 | 12, 13, 16, 17, 21, 22, 27, 28 |

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. Tasks and tests deadlines will be indicated in the course schedule on the first day of class. The information on assessment activities and their weighting is a guide. The subject's lecturer will provide full information when teaching begins.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the lecturer responsible for the subject, for the record.

Single assessment will be carried out in person on oneday during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

Single assessment will include a minimum of three assessment activities of different types, as stated in the assessment guidelines.

Grade revision and retake procedures for the subject are the same as those for continual assessment. See the section above in this Study Guide.

Bibliography

It will be provided by each teacher as the syllabus develops.

Software

No

Language list

| Name | Group | Language | Semester | Turn |
|----------------------------|-------|-----------------|----------------|---------------|
| (PAUL) Classroom practices | 1 | Catalan/Spanish | first semester | morning-mixed |